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## CHARLOTTE TEACCH CLASSROOM TRAINING

### STUDENT SKILL FORM: PRE-INFORMATION FOR TRAINING

Filename: STUSKILL

Revision Date: March 2013

NAME: Tyler Cassidy DOB: \_\_\_\_\_ AGE: 5 year, 4 months

EDUCATIONAL PLACEMENT: Cross-categorical classroom in a public school setting; there are 11  
children in the classroom with a variety of disorders, 4 with autism.  
The classroom has a teacher and two assistants; one assistant is  
designated to work specifically with the children with autism. Tyler  
has some verbal skills and tests out in the mild to moderate range of  
mental retardation. He is an endearing boy who enjoys working.

INTERESTS AND HOBBIES

1. Pokemon – collecting cards and looking through the Pokemon catalogue
2. Videos and video games (Sega)
3. Listening to music – he especially likes Barney music and Blues Clues
4. Playing with Legos or wooden building blocks

DESCRIBE IN DETAIL CHILD'S ABILITIES IN THE SKILL AREAS LISTED IN THE BOXES BELOW;  
PLEASE BE SPECIFIC IN TERMS OF WHAT CHILD CAN AND CANNOT DO:

#### SKILL AREA: COLORS/SHAPES

**DESCRIPTION OF SKILLS:** Tyler can match and sort most colors; he can expressively and receptively identify most as well. He still confuses blue and green at times. He can also match and sort most shapes, but does not identify as many shapes as colors. Expressively he knows circle, square, triangle, and diamond. Receptively he can identify circle and square; he still confuses triangle and diamond.

#### SKILL AREA: PUZZLES/BLOCKS

**DESCRIPTION OF SKILLS:** Tyler does well with puzzles; he can do most inset puzzles and is beginning to work on simple interlocking puzzles. He enjoys Legos and various kinds of building blocks and frequently puts them together to make a skyline of Charlotte like the one displayed on Channel 9 News.

#### SKILL AREA: ASSEMBLY/DISASSEMBLY

**DESCRIPTION OF SKILLS:** This is a strong area for Tyler and he can assemble and disassemble many things. Disassembly tasks can involve as many as 6 parts which he can typically sort. Assembly tasks are slightly harder and he is only able to do 3-part assemblies at this time. Tasks of this type involve plastic pipes, Lego kits, Mr. Potato Head, and putting together 4-page booklets.

**SKILL AREA: PICTURES (E.G., LINE DRAWINGS, PHOTOGRAPHS, ETC.)** Please describe child's understanding of pictures, ability to use pictures spontaneously in communication, preference for line drawings over photographs, etc.

**DESCRIPTION OF SKILLS:** Tyler has skills at matching and identifying line drawings. Tyler uses line drawing (picture-symbol) choice boards at snack/lunch and in the play area. He has, on occasion, used a line drawing to communicate spontaneously.

**SKILL AREA: ACADEMIC/CONCEPTUAL** (Please describe skills in reading, math, writing, or any other academic area of importance.)

**DESCRIPTION OF SKILLS:** Academic skills are on a very early level. Tyler can match and sort letters and numbers, but can identify very few of each. He can sort 3-letter words on the basis of the first letter, but cannot read beyond that. He does recognize fast food logos. Number concepts do not go beyond matching and sorting numbers at this time. He is successful with one-to-one correspondence. He is just beginning to learn to control crayons. He is an excellent scribbler and can draw repetitive circles. He cannot draw a single circle or other shapes without help, but this skill is developing nicely. He has no concept of money on any level.

**SKILL AREA: HOUSEHOLD AND/OR DOMESTIC**

**DESCRIPTION OF SKILLS:** Tyler can lay the placemats for lunch and can clean off the table with assistance after lunch. He can sweep taped off areas using a small hand-held brush and dustpan. He is frightened of vacuum cleaners, and brooms are still too large for him. He is working on cleaning mirrors and windows, but cannot tell when surfaces are clean unless the dirt is very obvious.

**SKILL AREA: TOILETING AND HYGIENE**

**DESCRIPTION OF SKILLS:** Tyler is not yet completely toilet trained; he is now in training pants, but still has accidents. His days of staying dry and clean outnumber the days when he loses control; on some days, it is necessary to put him back into diapers, his accidents are so frequent. He can go to the toilet on his own and pull down his pants; he still needs help cleaning himself and getting his clothes back on. He is just beginning to tolerate a toothbrush inside his mouth; he is generally tactile defensive, so it is assumed that this represents very sensitive skin receptors in his mouth. He seems to like the toothpaste as he eats it in large quantities if he is not watched. Washing his face is still a struggle, though he will now put his hands under running water, soap them up, and dry them off independently.

**SKILL AREA: EATING**

**DESCRIPTION OF SKILLS:** Tyler has good eating habits, though he is a little on the picky side and a lot on the messy side. He will eat most things but will not touch pasta of any kind, carrots, green beans, or cornbread. His absolute favorite food is McDonald's french fries with ketchup. He is not yet proficient with a napkin and must be reminded to use it. He does best with a spoon, but is learning to use a fork to spear his food. He has not begun to work on cutting with a knife. He much prefers finger foods if he can have them. His place at the table usually looks like a disaster area when he is done, but he is more than willing to clean it up which he does with much assistance.

**SKILL AREA: OTHER SELF-HELP (E.G., BATHING, DRESSING)**

**DESCRIPTION OF SKILLS:** Tyler is reportedly not a problem at home with bathing, though he does not like to have his face or hair washed. He is able to undress independently, but is still struggling with getting his clothes on, particularly long-sleeved shirts and jeans. These skills are emerging and will doubtlessly be independent at some point. He hates tags in his shirts, finding them distracting; his mother usually cuts them out before he wears a shirt for the first time. He likes having his shoes off.

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**SKILL AREA: RECREATION/LEISURE**

**DESCRIPTION OF SKILLS:** As noted, Tyler likes Legos and construction blocks. His greatest interest at this time is collecting Pokemon cards; he now has over 100 of them and spends lots of time naming them and matching the cards with pictures in a Pokemon catalogue. Tyler will engage in some parallel play with classmates and recently has begun to voluntarily share Lego blocks with one of his classmates when they are building things. Sharing in the past has been difficult. Tyler actually has a number of leisure skills which he enjoys; he is not a problem during play time unless it is a non-sharing day and then there can be behaviors. He especially likes playing outside on the play equipment. He is not hyperactive, but tends toward the active side.

**SKILL AREA: COMMUNICATION**

**How do you communicate with child?** Simple verbal language with gesturing, pointing, and line drawings (picture-symbols). The visual systems are a back up for verbal language which is preferred.

**How does child communicate with you when not prompted?** He uses a variety of systems, but his communication is mainly single words. He has been known to use line drawings, point, or take you to what he wants when he couldn't find or say the word. Pushing the verbal has resulted in a reduction in his speech, so it is encouraged and reinforced when it occurs, but not demanded. He will often, on his own, say the word when using photos or pointing to things he needs. This week he was heard to use a 2-word sentence at snack: "Want juice."

**What will child communicate for?** Most needs – he will consistently ask for Pokemon materials.

**What augmentative devices are used (if any)?** Yes – as noted, line drawings, pointing, gesturing, whatever is handy when the verbal speech doesn't work.

**DESCRIPTION OF COMMUNICATION SKILLS:** Tyler is an inconsistent communicator – he simply doesn't think about involving others when he has needs. His first tendency is to get what he needs on his own; he will communicate only when nothing else works AND when he thinks about it. He needs work on directing most communications, but we are not pressing this at this time – just reinforcing the spontaneous communication he gives regardless of its quality. He does use his line drawing choice board effectively at snack, lunch, and play, but has had to be taught to bring the line drawing to an adult. His verbalizations are clear and concise, often only a single word.

**SKILL AREA: VOCATIONAL**

**DESCRIPTION OF SKILLS:** Tyler does not have a specific vocational curriculum, but he thoroughly enjoys construction, assembly/disassembly, sorting, matching, all of which are skills that will easily develop into vocational skills in the future. He is able to work in group settings, but is typically oblivious to those around him, though his awareness of others seems to be increasing. He gets uncomfortable when others get too close or when he has to share and is not ready to; these difficulties could cause problems in the future in a vocational setting. As just noted, Tyler does not always ask for help when he needs it which could also cause problems vocationally if not remedied.

**SKILL AREA: INDEPENDENCE (HOW MUCH DOES HE/SHE DO ON HIS/HER OWN?)**

**How long will he/she work without cues?** It varies with the activity. He could stay at Pokemon all day. He is now able to complete three or four tasks in one work session (about 15 or 20 minutes) and can stay even longer when working one-to-one on a preferred activity.

**What tasks hold his/her attention?** He likes most tasks involving visual-motor skills and picks those up quickly. He especially likes tasks that have a clear finished point and tasks where all materials are used by the end of the task.

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**DESCRIPTION OF SKILLS:** Though Tyler is not openly resistive to having someone work with him, he pulls away slightly and gives signs that he'd really prefer to work alone. He appears to derive a lot of pleasure out of being able to perform independently. Independence varies with the skill area – he is least independent in social skills where he tends to keep to himself without prompts and direction from adults to play with other children.

#### **SKILL AREA: LEARNING STYLE**

**Describe attention span:** Exceptionally long for things he likes or is interested in; can be very short for tasks that don't make sense or tasks that are hard.

**Describe organizational skills:** Organizational skills are poor. Tyler still needs most work presented in a complete unit, though he has used a simple template a couple of times to show him where to put materials. He still needs help with this one, but skills appear to be emerging.

**Describe task endurance:** Tyler will work until task is completed even when he is tired or bored.

**Describe level of self control while working:** Once Tyler is focused on his work, he seems oblivious to what is going on around him. Though he is highly distractible in many settings, work is one where he is able to screen out the world by focusing on the job before him. This is helped considerably by task organization. He is truly a child who demonstrates the importance of having tasks visually clear.

**Describe reaction to teacher demand/intrusion:** This is not a problem though he is not always happy about it.

**Describe motivation to complete work:** High – Tyler is driven to complete everything before him. One time, he took longer to finish the tasks assigned than had been predicted and the children were lining up for lunch. Tyler was working as fast as he could, but as the children got their lunch boxes and he continued to work, tears began to roll down his cheeks, apparently a reflection of the distress of not being in line or a fear that he would not have lunch. Despite the upset, Tyler would not leave his work until everything had been done to his satisfaction.

#### **SKILL AREA: BEHAVIORAL**

**Describe all difficult behaviors:** Tyler is typically an easy-going child, but he can be pushed to high levels of agitation and sometimes even striking out if things are not where he needs them to be or if other children bother his materials or interrupt his preferred activities (Pokemon at this time).

**How frequently do these behaviors occur?** At most, a couple of times a week.

**What triggers difficult behaviors?** Change, particularly in the schedule, sharing when he's not ready, intrusion of the other children, and being interrupted while engaged in a preferred activity. When he is bothered by the other children, he will typically just move his materials to another part of the play area or classroom. Every once in a while, however, perhaps because he's having a bad day, he'll choose to fight rather than move. "Bad days" are usually evident, so the behaviors can be anticipated.

**How are behaviors typically managed?** Getting him – and his materials – to a quiet place until he calms down. The reaction to change has been managed by the introduction of a color-coded change system to his schedule where colored tabs let him know a change is coming and what kind of change it will be. We can't always predict change, so it's not foolproof. Then we just ride out the storm.

**How does s/he react to overstimulation (e.g., too many people, too much noise)?** If Tyler is absorbed in something, stimulation may not be a problem for him. If he is not involved, however, he tends to react by getting quiet, shy, and fearful. When we visited an animal farm recently, Tyler was completely overwhelmed by the number of children at the farm and the noises and smells of the animals. He struggled for a bit, then just sat down in the middle of the sidewalk and burst into tears. One of the assistants took him for a walk back to the bus and everything finally was okay. He talked about the noises and smells all the way home, however.

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**Is s/he easily calmed once upset?** It varies – in most cases, it's easy. Recently when one of his Pokemon cards got torn, he was upset for three days, getting angry all over again each time he saw the child who tore the card. We solved that one by finding a replacement card.

**Other comments re behavior:** Tyler's behaviors are very predictable and tied clearly to a number of things that he has come to depend on. When those are missing, you can expect anxiety and eventually agitation if the missing element is not returned. He is a likeable child and not at all malicious.

#### PERTINENT MEDICAL INFORMATION

**Medications:** N/A

**Allergies:** N/A

**Unusual Sensory Responses:** Eye contact is fleeting and he sometimes holds things close to his eyes; he enjoys shiny surfaces and likes to play with reflecting the light on the wall and ceiling. He covers his ears to some sounds and is hypersensitive to some sounds, hearing them before anyone else. He is tactile defensive. He sometimes puts things in his mouth. His sense of smell is heightened and his sense of pain is muted.

**Other Medical conditions:** N/A

**Other Pertinent Information:** Tyler is a charming little boy with a lovely smile which he flashes upon meeting you and which suggests a depth of social awareness that is more apparent than real. If you attempt to get beyond that smile, you typically find a very shy little boy who has little concept of what to do beyond the smile or that you would want to do anything beyond the smile in the first place. He is very tolerant of others when he is in control, but his socializing is always on his own terms. He definitely would choose to be alone if given the choice. Since he rarely has that choice however, he has learned to live with it and dutifully spends time with others because it is expected. He is a hard worker and often "loses" himself in his work to avoid dealing with the other people in his environment. I don't think he's consciously avoiding, perhaps that's the wrong word. It's more that the work makes sense and people don't. Even so, Tyler can be a lot of fun when he trusts you and when he is convinced that you will not put him under undue pressure.

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